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ABSTRACT

This evaluation handbook is a collection of forms, ideas and questionnaires designed to be of help to potential or actual adoptors/adaptors of Project Futureprint. They are arranged in order of chronological use from the beginning step of analyzing the present reading program at a specific school to the final form which is the Futureprint adoption agreement. Some of the forms would be used only by the developer/demonstrators but are included as a matter of interest for administrators and teachers. The Futureprint staff believes strongly in the effectiveness of its individualized program, and is dedicated to helping interested educators develop their own reading program based on this model. It is hoped that this booklet will help administrators and teachers evaluate their own reading programs and determine what assistance they would like in establishing an adaptation of Project Futureprint. (Author/PN)

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FUTUREPRINT

EVALUATION HANDBOOK

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NDN Developer/Demonstrator Project

California Demonstration Program in Reading

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TM 840 084

INTRODUCTION

This evaluation handbook is a collection of forms, ideas and questionnaires designed to be of help to potential or actual adoptors/adaptors of Project Futureprint. They are arranged in order of chronological use from the beginning step of analyzing the present reading program at a specific school to the final form which is the Futureprint adoption agreement. Some of the forms would be used only by the developer/demonstrators but are included as a matter of interest for administrators and teachers.

The Futureprint staff believes strongly in the effectiveness of its individualized program. We are dedicated to helping interested educators develop their own reading program based on our model. We hope this booklet will help administrators and teachers evaluate their own reading programs and determine what assistance they would like in establishing an adaption of Project Futureprint.

EVALUATION HANDBOOK

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NAME _____ POSITION _____

SCHOOL _____ GRADE LEVEL/S 7 8 7 & 8

NEEDS ASSESSMENT OF PRESENT READING PROGRAM

1. Generally the students'

   a. Reading achievement is..... _____
   b. Reading comprehension is..... _____
   c. Vocabulary development is..... _____
   d. Content reading is..... _____
   e. Interest in reading is..... _____
   f. Reading outside of school is.... _____

   1 = very poor
   2 = below average
   3 = average
   4 = above average
   5 = uncertain

2. To what extent is there a need for improvement in the students'

   a. Reading achievement..... _____
   b. Reading comprehension..... _____
   c. Vocabulary development..... _____
   d. Content reading..... _____
   e. Interest in reading..... _____
   f. Reading outside of school..... _____

   1 = no need
   2 = moderate need
   3 = considerable need
   4 = great need
   5 = uncertain

3. Students in our school

   a. Participate in a reading program..... _____
   b. Receive reading instruction in English class..... _____
   c. Receive reading instruction in content area classes..... _____

   1 = there is no program
   2 = remedial students only
   3 = average and low students only
   4 = all students
   5 = uncertain

4. To what extent is there a need for students to

   a. Participate in a reading program..... _____
   b. Receive reading instruction in English class..... _____
   c. Receive reading instruction in content area classes..... _____

   1 = no need
   2 = remedial students only
   3 = average and low students
   4 = all students
   5 = uncertain

5. Generally the students

   a. Attitudes toward reading are... _____
   b. Attitudes toward school are.... _____
   c. Self concepts are..... _____
   d. Responsibility for learning is. _____
   e. Motivation to read is..... _____

   1 = very negative
   2 = negative
   3 = positive
   4 = very positive
   5 = uncertain

6. To what extent is there a need for improvement in the students'

   a. Attitudes toward reading..... _____
   b. Attitudes toward school..... _____
   c. Self concepts..... _____
   d. Responsibility for learning.... _____
   e. Motivation to read..... _____

   1 = no need
   2 = moderate need
   3 = considerable need
   4 = great need
   5 = uncertain

PROJECT FUTUREPRINT

NEEDS ASSESSMENT FOR ADOPTION/ADAPTION

NAME _____ POSITION _____

SCHOOL _____ GRADE LEVEL/S (circle) 7 8 7 & 8

COMPONENT AREAS			Need for materials/ information	Need for training
Please use the scales to the right to indicate for each item below the extent to which you need additional information, materials and inservice in order to adopt/adapt Project FUTUREPRINT			1 = No Need 2 = Moderate Need 3 = Considerable Need 4 = Great Need 5 = Not Applicable or Uncertain	1 = No Need 2 = Moderate Need 3 = Considerable Need 4 = Great Need 5 = Not Applicable or Uncertain
Reading Center	1.	Selecting site/furniture	1 2 3 4 5	1 2 3 4 5
	2.	Organizing classroom space	1 2 3 4 5	1 2 3 4 5
Supportive Environment	3.	Enhancing physical setting	1 2 3 4 5	1 2 3 4 5
	4.	Developing psychological atmosphere	1 2 3 4 5	1 2 3 4 5
	5.	Using counseling techniques	1 2 3 4 5	1 2 3 4 5
Diagnosis	6.	Testing rationale	1 2 3 4 5	1 2 3 4 5
	7.	Selecting diagnostic reading tests	1 2 3 4 5	1 2 3 4 5
	8.	Developing/using interest and self-concept inventories	1 2 3 4 5	1 2 3 4 5
Prescription	9.	Interpreting diagnostic tests	1 2 3 4 5	1 2 3 4 5
	10.	Identifying and prioritizing student needs	1 2 3 4 5	1 2 3 4 5
	11.	Prescribing appropriate instructional materials	1 2 3 4 5	1 2 3 4 5
	12.	Individualizing instruction	1 2 3 4 5	1 2 3 4 5
	13.	Categorizing learning materials	1 2 3 4 5	1 2 3 4 5
	14.	Developing a student contract	1 2 3 4 5	1 2 3 4 5
Reading Materials	15.	Selecting appropriate materials for:		
		Visual perception	1 2 3 4 5	1 2 3 4 5
		Word attack	1 2 3 4 5	1 2 3 4 5
		Vocabulary	1 2 3 4 5	1 2 3 4 5
		Study skills	1 2 3 4 5	1 2 3 4 5
		Literal comprehension	1 2 3 4 5	1 2 3 4 5
		Inferential comprehension	1 2 3 4 5	1 2 3 4 5
		Rate	1 2 3 4 5	1 2 3 4 5
		ESL/Bilingual	1 2 3 4 5	1 2 3 4 5
		Recreational reading	1 2 3 4 5	1 2 3 4 5
		Motivation	1 2 3 4 5	1 2 3 4 5
Evaluation	16.	Process	1 2 3 4 5	1 2 3 4 5
	17.	Product	1 2 3 4 5	1 2 3 4 5

PROJECT FUTUREPRINT

Pre-Training Considerations

Potential adapters/adopters of Futureprint are encouraged to do preliminary planning before scheduling formal training sessions by Futureprint personnel. The following areas should be considered though final decisions may not be made before the training occurs. A knowledge of the options available to the school and staff will make the training sessions more relevant.

1. Selection of Reading Center personnel

   Staffing of the reading program is critical. Teachers chosen to develop a reading program adapting the Futureprint model should have some experience and training in reading. Enthusiasm, a desire to make positive change, commitment to quality education and an ability to establish rapport with junior high students is essential.

2. Administrative support

   The establishment of a high quality reading program requires careful planning and commitment. Administrators need to make realistic provisions for teachers to receive the necessary technical assistance, planning time, clerical help and essential materials and equipment. Without administrative support, the program cannot be successfully implemented.

3. Location of Reading Center

   The classroom or other facility chosen as the reading center will probably require some refurbishing to make it practical and functional. Shelving is necessary so reading materials can be easily accessible to both teachers and students. The goal is to provide attractive physical surroundings unlike a typical classroom.

4. Adult and student aides

   Maintaining an individualized classroom requires regular monitoring of the students. The lower the pupil/teacher ratio, the easier this is to achieve. Well trained instructional aides are invaluable and should be considered if at all possible. In addition, student aides can be valuable to help correct papers, replace materials and perform many tasks that relieve the teacher of time consuming chores. Students can be scheduled into the reading center as an elective.

5. Diagnostic testing

   If teachers are already using or have a preference for a particular diagnostic test, Futureprint personnel should be informed so the training on diagnosis will be accurate. Futureprint recommends but does not require the Stanford Diagnostic Reading Tests as a group measure and the Classroom Reading Inventory (Silvaroli) or the Woodcock Reading Mastery Tests for individual assessment.

6. Printing requirements

   Contracts, planning sheets and student record and answer sheets will need to be developed and printed. District resources for this should be investigated.

7. Availability of materials

   Before purchasing new reading materials, it is wise to inventory the school and the district for materials that are presently not being used.

8. Population to be served

   What percentage of the student body will receive reading instruction? Will one grade level be chosen or will a certain percentage be chosen based on high need in reading?

9. Scheduling

   Students can come to the Reading Center on a rotational basis, spending half their time in reading and half in another subject. Students can rotate in and out of the center every three weeks (or other time frame) sharing the same time period with English or another subject. Futureprint personnel can suggest alternative methods of scheduling to provide reading instruction for the maximum number of students.

10. Location of Training

    Futureprint personnel are available to do training at your school. They also provide inservice at the Demonstration Site. If practical, at least some of the personnel involved in adapting Futureprint should visit the De Anza Reading Center to receive firsthand knowledge of how it operates.

11. Implementation time

    Futureprint will provide a time line as a guide. Teachers and administrators need realistic goals in the areas of planning, materials ordering, scheduling of students, diagnostic testing, prescription and contract writing.

12. Evaluation

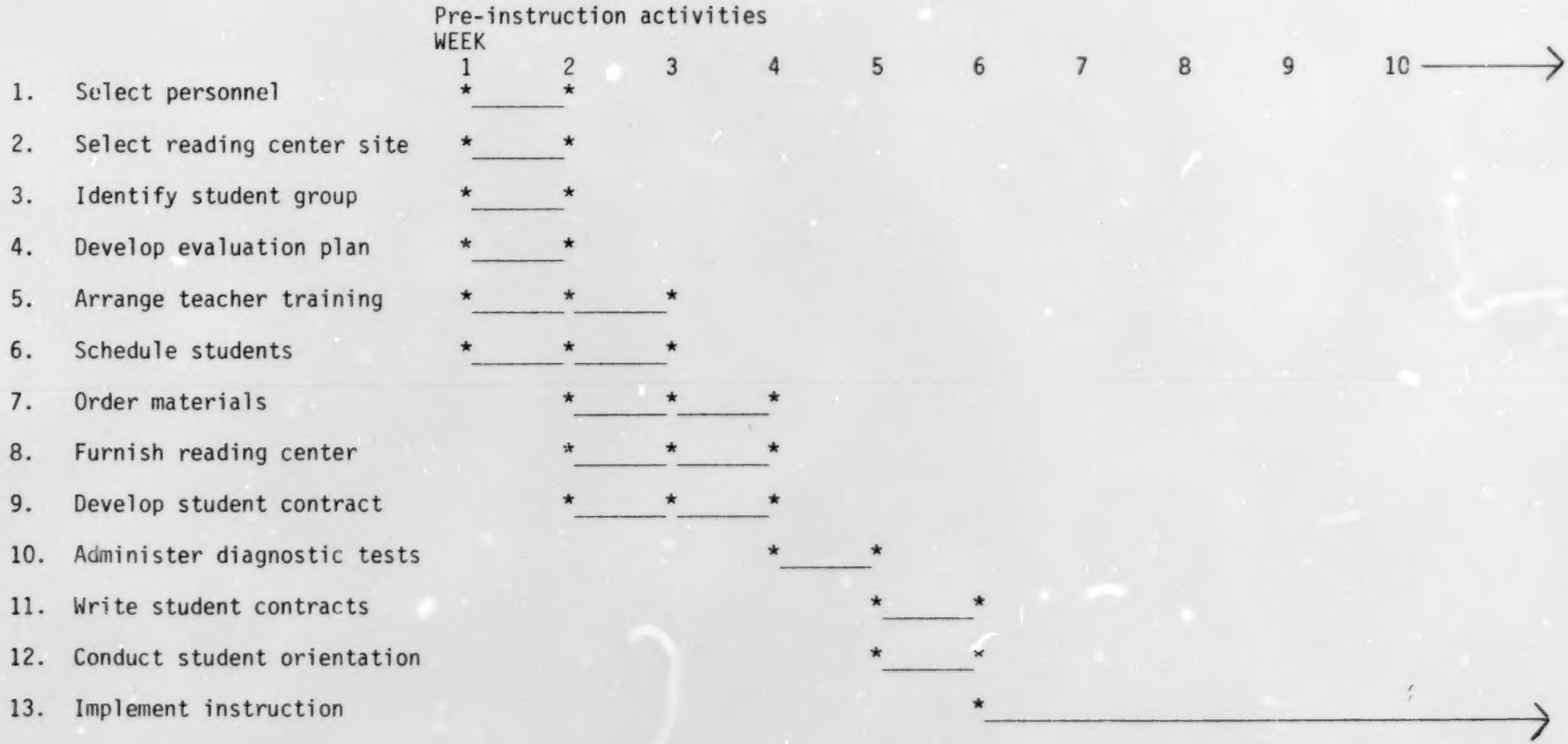
    Since pre and post test scores are necessary to evaluate a reading program, evaluation needs to be planned at the beginning of the program. Futureprint will offer an evaluation design that can be followed.

13. Budget

    The amount of money allocated to the reading program will obviously be a determining factor in the selection of reading materials based on the range needed to serve the student population and the amount of money available.

FUTUREPRINT TIME LINE

The following time line is suggested for implementing the Futureprint reading program. The first eight items are pre-instruction activities that could be completed in the summer or anytime before the teachers actually meet with students. Delivery time for reading materials is unpredictable so some start-up materials should be on hand when the program is planned.



FUTUREPRINT - PLANNING FORM

PART I: KEY COMPONENTS

COMPONENT DESCRIPTION

Component 1: Facility - Reading Center

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
School provides a building, an oversized classroom or portable for a reading center, with ample shelf space for materials, round tables, and lounge area for reading.	School provides a classroom for a reading center with shelf space and racks for materials, tables and/or desks placed in groups.	Desks in rows		

Component 2: Diagnosis

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
Teachers administer Stanford Diagnostic Reading Tests and Classroom Reading Inventory (Silvaroli) or Woodcock Reading Mastery Tests. They also administer project adapted interest inventory and self-concept test to determine interests and attitudes of the students. Test data is basis for students' instructional program.	Teachers administer a diagnostic reading test and interest inventory to determine strengths, needs, interests and attitudes. May also use self-concept test. Teachers prescribe instructional program using test data.	Teachers do not diagnose students' strengths and needs in reading.		

Component 3: Prescription

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
Teachers prescribe an individualized program of instruction for each student based on diagnosis using a contract system that categorizes activities and materials. Contracts include a point value system to encourage student self-direction and responsibility.	Teachers select an individualized instructional program for each student based on diagnosis and utilize a contract system.	Teachers do not prescribe an individualized instructional program for each student.		

Component 4: Selection/Use of Materials

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
Teachers select a wide variety of instructional reading materials that are multi-level and multi-sensory to meet all learning styles, interests and needs of junior high students. Teachers prescribe individualized instructional programs utilizing appropriate materials for each student.	Teachers select an appropriate variety of instructional reading materials to meet the interest and needs of young teenagers at the program school. Teachers prescribe individualized instruction programs utilizing appropriate materials for each student.	Teachers place students into programs chosen to meet the needs of the average student at the designated grade level.		

Component 5: Staffing

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
Two or three teachers who are reading specialists work together as a team in the reading center assisted by two or three instructional aides and student aides.	Reading teacher/s and instructional aide/s work together as a team assisted by student aides. Additional help can be provided by classroom teacher who brings his/her class to the reading center.	Reading Center personnel lack training in reading.		

Component 6: Instructor's Role

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
During class time the teachers act as facilitators, guiding and assisting students individually as requested, rewriting contracts as needed, and conducting small group lessons for students with similar needs. The aides work directly with students on an individual basis, carrying out the instructional plans of teachers. Student aides help correct student work.	During class time the teachers act as facilitators, guiding and assisting students individually. Contracts may or may not be written with students in class. The aides work directly with students on an individual basis carrying out instructional plans of teacher.	Teachers do not offer individualized instruction.		

Component 7: Supportive Environment

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
Teachers establish a supportive environment in the Reading Center that is a relaxed, non-threatening psychological atmosphere of acceptance, trust and responsibility, as well as an attractive physical setting with comfortable furniture, plants and posters.	Teachers establish a supportive psychological environment and provide an attractive physical setting. Student opportunity and responsibility is emphasized.	A classroom that is uninviting to students.		

Component 8: Student Participation

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
All students at the project grade level participate in the reading center program in heterogeneous classes. Students participate in small group instruction according to specific needs in reading.	School designates portion of population to participate in reading program based on needs and resources of school. For example, all students reading two or more years below grade level would be programmed into reading.	Students programmed into reading based on factors not related to need for reading instruction.		

Component 9: Incentives

Ideal	Acceptable	Unacceptable	Present Condition	Planned Change
Students receive incentives for successfully completing their work. Points earned on contracts in class, and through homework lead to report card grades and rewards such as paperback books and posters.	Students receive incentives to successfully complete their work. They could include report card grades and less expensive rewards such as certificates, special privilege, free choice activity, etc.	Students are offered no incentive to complete their work.		

Component 10: Counseling - Optional Component

Ideal	Acceptable	Present Condition	Planned Change
Counseling is a part of the reading program with a counselor on the team. The counselor provides individual and group counseling to all reading center students. Teachers and aides foster growth in positive self-concepts by facilitating successful learning experiences.	Reading Center instructional staff utilizes counseling skills when working individually with students. They may coordinate their efforts with the school counselor to offer support services to students.		

Component 11: Preschool Story Hour - Optional Component

Ideal	Acceptable	Present Condition	Planned Change
The Reading Center sponsors a Preschool Library and Story Hour to provide an opportunity for junior high students to read stories to preschoolers on a voluntary basis.	School adapts Preschool Story Hour based on Futureprint model.		

PART II: IMPLEMENTATION REQUIREMENTS

Costs:

Start-up costs depend on resources and needs of school.
Adoption costs include:

- Preservice training - minimum of one day
- Diagnostic reading tests
- Variety of high interest, multi-sensory materials
- Paper for planning sheets, contracts, record sheets, etc.
- Cassette players and earphones

Site development and staffing requirements:

Training

Minimum of one day

Materials/Equipment

See suggested materials list

Personnel

Instructor needs some special training in reading and ability to work effectively with junior high students.

Organizational Arrangements:

Requires a classroom that can be developed into a reading center where reading materials will be available to students throughout the day.

PART III: PROGRAM CHARACTERISTICS

Purpose:

Increase reading achievement and improve self-concept.
Provide intensive instruction in reading.

Pedagogical Approach:

Diagnostic/Prescriptive

Concreteness of Benefits:

Increased reading achievement
Improved self-concept
Increased student responsibility
Improved attitude about reading
Increased reading outside of school
Improvement in content area classes

The following questions and others that are appropriate for a particular reading program can be used with a random number of students in order to determine student attitudes toward the reading program.

QUESTIONS FOR STUDENT INTERVIEWS

1. What do you like most about the Reading Center?

2. What do you like least about the Reading Center?

3. Do you feel you can talk with the Reading Center teachers and aides when you need to do so?

4. Has the Reading Center helped you to improve your reading?
   If "yes" how has it helped you to improve your reading?

5. Are you concerned about your ability to read?
   If "yes" what are you doing at school about it?

6. What kind of reading interests you most?

7. In your opinion is the reading program
   A. Too easy
   B. Too hard
   C. Just right
   Why did you choose the category you did?

8. The Reading Center requires homework - reading at home every day. How long do you read at home each day?

9. Do you feel you can go and talk with the project counselor if you need or want to do so?

10. What do you feel could be done to make the Center a better place for kids?

The following questions are used by the Futureprint evaluator in a telephone survey of parents of students participating in the reading program. The purpose of the survey is to determine parents' perceptions of the program in order to elicit home support for reading center goals and improve home/school communication.

TELEPHONE SURVEY OF PARENTS

1. (Name of student) has been participating in the Reading Center at De Anza. Have you heard about the program?

2. Do you feel you understand what the program is trying to do?

3. How does (name of child) feel about the program?

4. The Reading Center assigns independent reading to be homework throughout the year. Are you aware of (name of student) reading on a regular basis for homework?

5. Has (name of student) expressed a desire to participate in Group Counseling?

6. Do you think this kind of counseling program would be helpful to your child?

7. Have you noticed any changes in (name of student)'s reading habits at home since the beginning of the school year?

8. Do you feel the program has affected (name of student)'s attitude toward reading in any way?

9. Grades in reading are based on points earned in class and on book report requirements which are homework assignments. Were you satisfied with your student's grade? If not, do you know the reason he/she did not get a better grade?

10. Do you have any suggestions for improving the Reading Center?

The following questionnaire is sent home to all parents of students in the Futureprint program. The purpose is to help our staff improve our reading program based on feedback from parents who are concerned with their children's academic success.

PARENT QUESTIONNAIRE

1. All students at De Anza (including your child) have participated in the reading center throughout junior high. Have you heard about the program?

   Yes_____No_____

2. Do you feel you understand how the program has tried to help your son or daughter become a better reader?

   Yes_____No_____

3. Do you feel that your son/daughter has improved in reading since he/she has been a student at De Anza?

   Yes_____No_____

   Comments:

4. The reading center assigns 20 minutes of independent reading as homework to be done daily throughout the year. Does your son/daughter read on a regular basis?

   Yes_____No_____

5. The reading center has given your student a letter grade on his/her report card. The grade is based on points earned in class and books read at home. Have you been satisfied with your student's grades?

   Yes_____No_____

   Comments:

6. Have you noticed that your son/daughter reads more at home since attending the Reading Center?

   Yes_____No_____

7. Do you feel the program has improved your son/daughter's attitude toward reading?

   Yes_____No_____Not Sure_____

8. After participating in the Reading Center program, how does your student feel about it?

   It was very helpful_____
   It was somewhat helpful_____
   It was not helpful_____

9. A special counseling program has been provided for all students as a component of the Reading Program. Were you aware of your son/daughter's participation in it?

Yes_____No_____

10. Are you aware that your son/daughter has been working on an "Action Plan" this year to improve his/her academic achievement and personal or social behavior?

Yes_____No_____

What suggestions do you have for improving the reading program?

PROJECT FUTUREPRINT

PROJECT FUTUREPRINT

Adoption/Adaption Site Visitation
Component Check List

School: District:

Address:

Contact Person: Telephone:

Position: Date:

Observer:

1. Staffing/Students

Number of teachers_____

Number of aides_____

Number of students/period_____

Total number of students_____

Grade level of students_____

Adult/student ratio_____

____reading teacher(s) and aide(s)
____reading teacher, content teacher and/or aide
____content area teacher
____aide only

2. Site/Environment

Space is provided for a reading center

____regular classroom
____library
____other facility
____no separate space

Physical setting contributes to supportive learning environment

____different from regular classroom
____attractive room arrangement
____plants, posters, etc., provide inviting atmosphere
____unattractive setting

Psychological atmosphere is conducive to supportive learning environment

____warm, accepting atmosphere
____staff alert to student needs
____students work independently and ask for help when needed
____students keep busy, little wasted time
____staff uses encouragement and praise
____lack of teacher/student rapport
____teacher only supervises classroom

3. Criteria for instruction in reading program

____all students receive reading
____all students at ____grade level receive reading
____students reading two or more years below grade level receive reading
____students failing competency tests receive reading

4. Scheduling

Students are scheduled into the program

____full school year
____half year on rotational schedule
____trimester/quarter on rotational schedule
____open ended/as needed
____other

Grouping of students

____Heterogeneous
____Homogeneous

5. Diagnosis/Prescription

Teachers administer diagnostic reading tests

____group diagnostic test
____individual diagnostic test
____achievement tests
____pre only
____post only
____both
____neither
____interest inventory

Names of tests administered:

_____

_____

_____

_____

____teachers use diagnostic tests to determine students strengths and needs in reading

____teachers write prescriptions to meet students interests and needs.

____reading materials assigned by reading level

____teachers maintain a data file for students.

6. Contract System

Teachers use a contract listing materials/activities for student learning

____contract used for individualizing instruction
____students use contracts effectively
____materials categorized by areas of reading instruction
____points assigned to lessons
____student choice
____student evaluation of contract
____no contract system

7. Materials

There is a variety of reading materials in the room.

Materials:
____wide variety to meet students needs
____high interest
____multi-sensory
____multi-level
____sufficient for students served
____1-5 copies of most materials
____Text books and basal readers

Materials and equipment are accessable to students

____materials are visible
____materials are categorized and clearly labeled
____equipment is accessable
____students select and put away own materials and equipment
____materials passed out by teacher or aide.

8. Evaluation data

Pre-Post
Pre-only
Post-only

____achievement test used _____
____pre and post test
____pre only
____post only

EVALUATION DESIGN FOR ADOPTIONS/ADAPTIONS OF PROJECT FUTUREPRINT

Each Futureprint adoption/adaption is encouraged to implement the evaluation design used at the original demonstration site to test the statistical significance of student gains resulting from participation in the replication of the Futureprint program. The basic evaluation design used is pre test--treatment --post test design which determines the effectiveness of the project's instructional components with the participating students. It is a design which is easily used because it does not necessitate numerous special arrangements and is common testing sequence to be employed when a teacher uses Project Futureprint materials in his or her classroom.

The evaluation instrument may be the district mandated achievement test and/or the standardized diagnostic test used by the adopting staff. The evaluation instruments are administered by the adopting reading center teachers who also score their own students' tests, unless the adopting district can make other scoring arrangements. They will then send the score sheets (see sample below) to Project Futureprint for statistical analysis. The statistical test applied to the data by Project Futureprint is correlated groups t-test of mean differneces.

SAMPLE SCORE SHEET

Name of Adopting District _____

Administrator of test _____

Achievement Test _____ Level _____

Date of Pre test _____ Date of Post test _____

Student's Name	Pre test Raw Score	Pre test scale score	Post test raw score	Post test scale score
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

FUTUREPRINT - De Anza Reading Center
California Demonstration Program in Reading
National Diffusion Network Developer/Demonstrator

WORKSHOP EVALUATION

Type of Workshop (Please circle) Date_____Location_____

Awareness Overview Diagnosis Management System Counseling

Person Attending

_____ ( ) _____
Name Position Work Telephone

_____
School School District County

_____
School Address Street City State/Zip

Rating Scale: 1 Poor 2 Fair 3 Average 4 Good 5 Excellent

Presentation Evaluation

A. How well were project concepts and instructional activities communicated? _____
B. How well was presentation time used? _____
C. How well were questions answered? _____
D. How well did the presentor relate to audience? _____
E. How well did the workshop fulfill your need information about adopting/adapting project Futureprint? _____

Are you interested in adoption/adaption of Project Futureprint in your school?

_____

What further information would you need before making an adoption decision?

_____

_____

Would you be interested in participating in a training session?_____

Would you be interested in visiting the Demonstration site in Ontario, CA.?____

_____

Comments or suggestions:_____

_____

FUTUREPRINT

TRAINING OBJECTIVES

By the end of the training session, participants will:

1. Understand the rationale of a supportive environment.

2. Know how to interpret scores from diagnostic test profiles.

3. Be able to prescribe appropriate instructional materials to meet individual needs.

4. Have a knowledge of an appropriate range of multi-level materials to meet the needs of the targeted student population.

5. Understand how to use the student profile, planning sheet, contract and record sheets.

6. Know the necessary steps in developing their own record keeping system, planning sheet and contract.

7. Understand the necessary steps in providing evaluation data.

8. Have considered various options for providing student incentives including adoption of a student grading system.

9. Have considered various options for selecting and scheduling students at the local school.

10. Be aware of optional components - Counseling and Preschool Story Hour.

FUTUREPRINT

TRAINING EVALUATION

DATE_____

NAME_____ POSITION_____

SCHOOL_____ ADDRESS_____

TELEPHONE_____ _____

1. Rate the overall usefulness of this training workshop.

Very Worthwhile		Average		Useless
1	2	3	4	5

2. Rate the training techniques and activities displayed during this workshop.

Highly Appropriate				Poorly Planned
1	2	3	4	5

3. Rate the interaction and leadership skills of the presentor(s).

Highly Skilled				Unskilled
1	2	3	4	5

4. Rate the overall Training Pace:

Too Fast		Just Right		Too Slow
1	2	3	4	5

Use the following scale to rate your need for information to meet the following training objectives:

1. I learned what I need to meet this objective
2. I need more time to study training materials
3. I have several questions in this area
4. The training was not adequate to meet this objective
5. I cannot proceed without more information

1. I know what is meant by a supportive environment_____
2. I can interpret the scores from diagnostic tests_____
3. I know what type of instructional material is appropriate to meet the needs identified by diagnostic tests_____
4. I can choose an appropriate range of multi-level materials to meet my students' needs_____
5. I understand how to use the student profile_____
   planning sheet_____
   contract_____
   record sheets_____

6. I feel I can develop the following forms to use with my students.

profile____
planning sheet____
contract____
record sheets____

7. I know what pre and post tests scores I will need to provide for evaluation data_____

8. I understand how student contracts can be used for report card grades and providing other incentives_____

9. I am aware of various options concerning selection and scheduling of reading center students_____

10. I am aware of the two optional components of Futureprint - Counseling and Preschool Story Hour_____

Please comment on the overall effectiveness of the workshop in providing the training required to implement Project Futureprint.

FUTUREPRINT ADOPTION PLAN

A Project of the National Diffusion Network

The intent of the adoption plan is to define the responsibilities of Project Futureprint and the adopting school district.

A school district interested in adopting or adapting Futureprint should be willing to:

1. Provide space to be utilized as a reading center.
2. Provide release time for inservice training, materials selection and contract development.
3. Administer diagnostic reading tests.
4. Provide evaluation data.
5. Provide follow-up resources and assistance, as mutually determined, that will help insure success of the adoption.

Futureprint staff will:

1. Provide necessary personnel to conduct inservice training.
2. Offer the opportunity for the adopters to visit the project site for observation and/or training.
3. Make available printed materials necessary for the implementation of the program.
4. Provide technical assistance with site development, contract design, materials selection, program implementation and evaluation.
5. Provide follow-up technical assistance as requested.

Project Futureprint Director
1450 South Sultana Avenue
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(714) 983-2118

Date

State Facilitator

Address

Date Phone ( )

On-Site Contact Person Position

Adopting School Principal/Supervisor

School

Address

Date Phone ( )